

FINAL REPORT

GUINEA TRAINING FOR DEVELOPMENT

GLOBAL TRAINING FOR DEVELOPMENT

CONTRACT No. FAO-I-00-96-90018-00

TASK ORDER No. OUT-FAO-I-803-96-00018-00

Submitted to:
USAID/Guinea
and
USAID/Washington, D.C.

Submitted by:
The Academy for Educational Development

Submitted on
November 28, 2000

AGENCY FOR INTERNATIONAL DEVELOPMENT

Title: Global Training for Development
Guinea Training for Development I

USAID: USAID/Guinea
and USAID/Washington/G/HCD/HETS

Contract No.: FAO-I-00-96-90018-00
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Contractor: The Academy for Educational Development

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Date: November 28, 2000

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Table of Contents

Introduction	3
Background	3
Expected Results	4
Task Order Administration.	4
Participant Programs	5
Planned Objectives and Outcomes	5
Long-term Academic Participants	6
Short-term Technical Participants	9
In Country Training.	15
Technical Assistance.	16
Problems Encountered and Lessons Learned	18
Evaluation Summary	21
Statistical Summary	23
Financial Report	24
Attachment - Exit Questionnaire Results	

NARRATIVE REPORT

Introduction

The Academy for Educational Development (AED) is pleased to submit this final report summarizing the activities carried out under the Global Training for Development (GTD) task order supporting USAID/Guinea strategic objectives. The period of performance for this task order began on December 17, 1996, and ended on August 18, 1999. Under this task order, AED programmed and monitored U.S. based and third country participants. The AED team, with subcontractor AMEX International, Inc., provided many in-country training programs and technical assistance.

Background

Guinea is currently working to attain self-sufficiency through the development of its natural and agricultural resources. A shortage of qualified human resources has inhibited its ability to meet its goals. USAID/Guinea is assisting in this effort by training a critical mass of change agents who will provide the manpower to effectively reach the government of Guinea's goals. Support for the following projects was provided through the Guinea Training for Development program:

- Human Resources Development Assistance (HRDA)
- Education Sector Reform Project (ESRP)
- Guinea Natural Resources Management Project (GNRM)

In 1996, USAID/Guinea had three Strategic Objectives (SOs) and two Special Objectives (SPOs) that were aimed at improving the economic and social well-being of all Guineans in a participatory society. The achievement of these objectives was supported by the Human Capacity Development Office, which coordinates the mission wide training activities.

The Strategic Objectives at the beginning of the task order were as follows:

- SO 1 Growth in Agriculture
- SPO 2 Protection of the Environment (eventually included in SO1)
- SO 2 Increased Access to and Utilization of Quality Family Planning, Maternal and Child Health, and HIV/AIDS Prevention Services
- SO 3 Increased Enrollment in Primary Schools, with an emphasis on rural and female participation
- SPO 1 Increased Participation in Democratic Process and Fostering Good Governance

By the end of this task order, Guinea had refined its Strategic Objectives, which are now defined as follows:

- SO 1 Increased Use of Sustainable Natural Resource Management Practices

- SO 2 Increased Use of Essential Family Planning, Maternal Health, and STI/AIDS Prevention Services and Practices
- SO 3 Quality Primary Education Provided to a Larger Percentage of Guinean Children, with emphasis on Girls and Rural Children
- SO 4 Improved Local and National Governance through Active Citizen Participation

Expected Results

This task order was to provide support for the achievement of USAID/Guinea's strategic objectives. AED, as USAID/Guinea's contractor, was to provide the following services. The status of the work completed is also noted here.

- Preparation of the strategic objective teams' training plans and the Mission's comprehensive training plan
Work completed and reported to Mission.
- Administration of U.S. participant training
*Work completed under this task order. Two on-going academic participants have been transferred to a new task order.
There have been 10 academics, 8 of whom completed training.
There have been 2 cancelled trainees.
There have been 81 short-term participants, all of whom completed training.*
- Implementation of in-country training
Work completed on workshops in the Scope of Work. Thirteen workshops were successfully conducted (4 for FICA, and 9 for NGOs).
- Training Impact Studies, and improvement of the Training Impact Monitoring System
HRDA Impact study, and brief review for improvement of the Training Impact Monitoring System were completed in June 1999. The final report for these activities was submitted.
- Follow-On/Alumni Association assistance and strengthening
Conference for Alumni Association members was held in June 1999. The final report for this activity was submitted to the Mission.

Task Order Administration

The Guinea Training for Development task order was signed in December 1996. The original period of performance was from December 17, 1996 through September 30, 1998. Participants already in training under USAID contracts with Chemonics and Partners for International Education and Training were transferred to AED for continued monitoring. New activities were also planned for U.S.-based academic and technical training, and in-country workshops. In addition, some technical assistance was included in the task order.

In April 1997, Carol Robles from AED and Lorraine Denapko from AMEX International, Inc. traveled to Guinea to plan task order activities with USAID/Guinea. Ms. Robles conferred with Mission training staff, visited alumni associations, and reviewed the

Mission's Training Impact Monitoring System. Ms. Denapko worked on the strategic objective teams' training plans, and the Mission's comprehensive training plan.

This task order was modified several times over the period of performance, including a modification of the scope of work, budget realignments, and an increase in the task order ceiling.

- Mod 1: June 1998 – Extended the period of performance, provided incremental funding, and added to the in-country scope of work
- Mod 2: August 1998 – Provided incremental funding
- Mod 3: March 1999 – Increased the task order ceiling along with the scope of work, re-aligned the budget, and changed the staffing schedule

In July 1999, AED requested Mission advice on plans for the two academic participants that would not complete by the end of the period of performance of this task order. The Mission requested that AED continue to monitor these participants, and indicated that the task order would be extended. In August 1999, AED prepared and submitted the re-alignment budget to include this extension. Correspondence with the Mission indicated that the extension of the task order was in process. To minimize the disruption to the participants in the U.S., AED continued to monitor their progress, and made minimal payments (insurance, maintenance, and books) on their behalf. The Mission then determined that it would not extend the old task order, but would issue a new task order. This task order would include one short-term training program that took place in the fall of 1999, and the final year of academic training for two participants. AED submitted budgets for Guinea I, which ended on August 18, 1999, and for Guinea III, which began retroactively on August 19, 1999.

Participant Programs

Planned Objectives and Outcomes

Most of the academic training was in support of strategic objectives in education and natural environment. Four academics received Master's degrees in natural sciences, one in business administration, and five in education (two of them completed their programs under the new task order). All of them returned home at the end of their programs to specific positions. No follow up was requested to allow us to measure any impact of these programs.

Short-term programs were funded by a variety of strategic objectives. SPO 2, the Protection of the Environment, was eventually subsumed under SO 1, the Agriculture and Natural Resource SO, and participants originally considered SPO 1, which funded democracy and governance programs, were also funded by SO 1.

- SPO 1/ SO 1 3 programs trained 23 participants
- SPO 2/ SO 1 1 program trained 3 participants
- SO1 5 programs trained 13 participants

- SO 2 3 programs trained 4 participants
- SO 3 3 programs trained 32 participants
- SO 4 2 programs trained 6 participants

Again, there was no follow up funded to determine the impact of these programs.

The following is a summary of the long-term academic and short-term technical participants by strategic objective.

A. Long-term Academic Participants

Strategic Objective 1

Abdoulaye Bah

University of Missouri-Columbia, *Master of Science in Soil and Atmospheric Sciences*

Indiana University, *English Language*

June 1994 - June 1997

Transferred from Chemonics

Originally funded as SPO 2

Mr. Bah experienced academic difficulties at the University of Missouri. He had difficulty meeting the academic demands of his program and was put on academic probation during the Fall of 1996. The following semester he was able to raise his GPA above the 3.0 requirement with the assistance of tutors even though he received little support from his advisor and the International Student Office. He graduated from Indiana University of Missouri-Columbia in the summer of 1997.

Sidy Conde

Colorado State University, *Master of Science in Rangeland Ecosystem Science*

Oregon State University, *English Language Institute*

June 1994 - May 1997

Transferred from Chemonics

Originally funded as SPO 2

Mr. Conde began his program with English language study in June 1994, and transitioned into his masters program in January 1995. He found Colorado State University to offer excellent academics and international student support, and was very pleased with his masters program. For his M.S. degree he elected to write a professional paper entitled, "Hastening Plant Succession on Abandoned Fields in the Fouta Djallon, Guinea".

Ismael Diallo

West Virginia University, *Master of Science in Forestry*

University of Maryland at College Park, *Maryland English Institute*

July 1995 - August 1997

Transferred from Chemonics
Originally funded as SPO 2

Mr. Diallo began his program with three terms of English language study, after which time he transitioned into his masters program. He was extremely pleased with his experience at West Virginia University, and developed a close relationship with his advisor. He successfully completed his thesis, "Guinea: The Political Cycle of Forestry" for his summer graduation in 1997.

Nene Oumou Keita

Southwest Missouri State University, *College of Business Administration*

University of Southern Illinois, *College of Business Administration*

May 1996 - September 1997

Transferred from PIET

Ms. Keita began her degree at the University of Southern Illinois and struggled academically in the program. The Mission agreed to continue partial funding as Ms. Keita transferred to Southwest Missouri State University. Her academic performance improved dramatically, even as she worked part-time to cover her living expenses. She completed her MBA degree in September 1997.

Yascine Sow

Mississippi State University, *Masters of Science in Forestry*

January 1995 - May 1997

Transferred from Chemonics

Originally funded as SPO 2

After successfully completing two terms of English language study, Mr. Sow began his masters program at Mississippi State University. He wrote his non-thesis professional paper on Natural Resource Management in Guinea, and graduated with a 3.57 GPA.

Strategic Objective 3

Mamadou Billo Barry

Michigan State University, *Masters in K-12 Educational Administration*

Spring Language Institute, University of Arkansas

October 1997 - August 2000

Billo Barry commenced his English training at the Spring Language Institute of the University of Arkansas in October 1997, transferred to the English Language Program at Michigan State University in the Fall of 1998, and was admitted into the masters program in Education Administration for the Spring 1999 term. As part of his masters program, as approved by USAID, Mr. Barry did research on his thesis in Guinea during the Spring of 2000, under the new task order for Guinea.

Thierno Diallo

University of Arkansas, *Masters in Financial Management in Higher Education*
Spring Language Institute, University of Arkansas
September 1997 - August 2000

Thierno Diallo commenced his program with English language training from the Spring Language Institute and matriculated into the Masters program at the University of Arkansas by taking a combination of ESL and graduate courses during Fall 1998. Mr. Diallo worked through difficult cultural adjustments to successfully complete his first year of graduate studies. During the summer of 1999, he took an unapproved trip to Guinea, thereby missing the second summer session. In order to graduate in August 2000, as scheduled, Mr. Diallo needed to make up the missed credits by successfully completing a heavy course load in the Spring and Summer terms, which he did under the new task order for Guinea.

Alpha Oumar Drame

Michigan State University, *Masters in K-12 Education Administration*
Cornell University, *English Language Training*
January 1996 - December 1998
Transferred from PIET

Oumar Drame suffered through extreme health complications, and was diagnosed with peripheral vascular disease which required surgery in February 1998. His health recovered slowly and he was able to successfully complete his degree in December with an excellent GPA of 3.58.

Pierre Kamano

Michigan State University, *Masters in Curriculum & Teaching; K-12 Education Admin.*
Cornell University, *English Language Training*
January 1996 - May 1998
Transferred from PIET

Pierre Kamano was originally scheduled to complete his degree at Michigan State University in May 1998. At the end of Spring 1998, he completed his coursework with a nearly perfect GPA of 3.97. At the same time, he applied for and was accepted to attend a nine-week study tour in Guinea focusing on textbook development, which he completed in early summer. He returned to the U.S., completed his final report for the study tour, and was awarded dual masters degrees in Curriculum & Teaching and K-12 Education Administration. He returned to Guinea in September 1998, after being told he could not remain to pursue his Ph.D.

Mr. Kamano was an excellent student. His return to Guinea was delayed by a few months for several reasons: Mr. Kamano pursued an internship following completion of his coursework, and following completion of the final report for his study tour, he enrolled in a Ph.D. program but withdrew within two weeks of being told he had to return home. AED assumes responsibility for Mr. Kamano's acceptance of the study-tour opportunity following completion of his coursework. He had wanted to do an internship but did not understand from his program administrator at that time, PIET, that he could. By the time a fully-funded opportunity arose, he had already completed his coursework. Although AED should have notified the Mission and sought approval, Mr. Kamano was able to complete his degrees and return to Guinea within three months of his original completion date at no additional cost to USAID.

Thierno Tanou Sow

University of Pittsburgh, *Masters of Education in Administration and Policy Studies*;

English Language Institute, *Certificate of Completion*

July 1996 to June 1999

Transferred from PIET

Mr. Sow began his program with English language study at the English Language Institute of the University of Pittsburgh in July 1996, and commenced his masters program at the University of Pittsburgh in Fall 1997. An excellent student, he maintained his nearly perfect GPA of 3.89 even while experiencing health complications which required cataract surgery in Spring 1999. He completed his Master's degree in May 1999. His academic excellence was recognized upon his graduation with a certificate of Special Achievement from the University of Pittsburgh.

B. Short-term Technical Participants

Strategic Objective 1

The Functioning of a Legislature in a Democracy

Clark Atlanta University

March 1 - 15, 1997

Ousmane Bah, Francois Balamou, Abdoul Balde, El Hadj Abdoulaye Diallo, El Hadj Boubacar Diallo, Bakary Keita, Biro Kouyate, Mamadou Saliou, Moussa Sidiee, Almamy Soumah

Originally funded as SPO 1

This two-week study tour was held for ten members of the Guinean National Assembly, led by the President of the Assembly. It was designed to present this new institution with models and ideas for internal administration, linkages with other branches of government, and constituent services. A secondary objective

was to increase the visibility of the Assembly to Guinean citizens. USIA and the Voice of America provided valuable media coverage to this program. The delegation met with both national and state representatives during their tour.

Microfinance Training Course- Session I

Economics Institute, Boulder, Colorado

July 7 - August 15, 1997

Alpha Bah, Alpha Oumar Diallo, Souleymane Doumbouya (cancelled)

The course offered an overview of the essential concepts, analytical tools, experiences, and readings that constitute a minimum basis for understanding current best practice in micro-finance. In addition, participants were encouraged to network and discuss key issues with peers and instructors. The two participants (Mr. Doumbouya cancelled) were from PRIDE, a local NGO and financial institution, which has been the focus of several training programs since then.

Microfinance Best Practice- Program Management, Session II

Economics Institute, Boulder, Colorado

June 22 - July 10, 1998

Alpha Oumar Bah

The Program Management course provided the trainee with specific tools required for him to achieve long-term sustainability and exponential growth, as well as a deeper understanding of the management problems associated with exponential growth and financial sustainability.

Management et Controle des Projets de Developpement

Washington International Management Institute (WIMI) Washington, D.C.

June 3 - 30, 1998

Mamy Keita, Aboubacar Drame, Fostin Haba, Mamounatou Balde

The participants were all employees of PRIDE, a young Guinean financial institution. The course's objective was to enhance the trainees' knowledge of various management techniques.

Agriculture Conferences

Workshop: *Agricultural Policy Reform Growth and Food Security*, June 25

Symposium: *Policy Reform, Market Stability, and Food Security*, June 26-27

International Conference on Women in Agriculture, June 28 - July 2

Site visit to Winrock Arkansas Headquarters, July 5-10

June 25 - July 10, 1998

Mamy Keita

Mr. Mamy Keita is the Executive Director of the Fondation d'Investissements et de la Commercialisation Agricole (FICA), one of USAID/Guinea's prime in-country partners in the development of the agricultural sector, and currently the

recipient of other training in institutional development conducted by AMEX under GTD. Mr. Keita's exposure to topics on agriculture reform will further FICA's reform efforts.

Environmental Management Program

Institute of Public Service International (IPSI), University of Connecticut

July 1 - 31, 1998

Kabine Alpha Camara, Dantily Diakite, Lakan Mohamed Traore

The objectives of this program were to provide managers with knowledge and skills in the effective management of environmental protection programs. The content of the course focused on the development of environmental policies, monitoring and analysis of environmental conditions, and implementation of environmental protection programs.

Women Leaders Study Tour

Chico State University, Chico, CA and Washington, D.C.

July 7 - 28, 1998

Daraba Saran Kaba, Aissatou Bella Diallo, Tiranke Kaba, Aissata Sakho, Hadja Faou Hottia Sow, Hadja Fatoumata Camara, Aminata Camara, Mamy Traore, Madeleine Thea, Aissata Sock, Mamakale Traore, Mariama Diallo
Originally funded as SPO 1

The Women Leaders program strengthened the participants' leadership, management and advocacy skills, and provided exposure to advocacy and networking methods used by American women's and community organizations to enhance the status of women. A secondary objective of the program was to increase collaboration and create plans for common action among the group members. Training topics covered included: Leadership Training, Strategic Communication, Gender Analysis, Civic Education, and Resources Identification.

Gouvernance et Gestion Ameliorée du Développement

Washington International Management Institute (WIMI) Washington, D.C.

July 19 - August 3, 1998

Cheick Fantamady Conde

Originally funded as SPO 1

The Gouvernance et Gestion Ameliorée du Développement course's objective was to enhance the trainees' ability to: better identify factors and procedures that can improve governance; analyze the necessary tools to promote and protect human rights; debate and discuss the means to reinforce principal government institutions; analyze and develop strategies to combat corruption; study various approaches to ensure the effective implementation of political decentralization; and develop indicators to follow programs of good governance.

Entrepreneurship Development Course

Washington International Management Institute (WIMI), Washington, D.C.

August 3 - 14, 1998

Koulako Oulare, Mamadou Dowsare Diallo, Alhassane Doumbouya, Karamoko Finan Kaba, Souleymane Sangare

The course “Entrepreneurship and Management of Small Businesses” organized by the Washington International Management Institute further developed the participants’ entrepreneurial skills through exposure to up-to-date business management techniques. Participants learned the basic concepts employed in effective and efficient small business management and aspired to develop skills needed to promote small business in Guinea.

Strategic Objective 2

Family Health International

July 19 - August 1, 1997

Aliou Barry

With a statistician background, Mr. Barry founded and managed a small Guinean NGO named STATVIEW. STATVIEW served as a subcontractor to Family Health International for a survey and evaluation of a social marketing project in AIDS/STD prevention and family planning, that was carried out by Population Services International. Mr. Barry coordinated the collection of field data in two regions; his stay at Family Health International in North Carolina afforded him the opportunity to work collaboratively with FHI on the data analysis.

Monitoring and Evaluation of Population, Health and Nutrition Programs

MEASURE Evaluation Project at the University of North Carolina Chapel Hill in Chapel Hill, North Carolina.

May 25 - July 19, 1998

Fatoumata Danfaca

The Summer Institute provided training on evaluation methods and materials. The Institute covered such topics as:

- Update of developments in population, health and nutrition interventions
- Evaluation design, measurement and data systems
- Monitoring program access and quality with indicators
- Statistical methods appropriate for program evaluation
- Longitudinal analysis and surveillance
- Cost measurement and cost-effectiveness analysis
- Information systems and communications technologies

Leadership Strategique pur l’efficacite des Programmes au 21e Siecle

Management Sciences for Health (MSH) Boston, Mass.

September 9 - 25, 1998

Thierno Souleymane Diallo, Boubacar Savane

Management Sciences for Health (MSH) is a private nonprofit corporation dedicated to bridging the gap between what is known about public health problems and what is being done to solve them. MSH helps decision makers throughout the world use techniques of modern management to improve the delivery of primary health care and family planning service. The course “Leadership Strategique pour L’efficacite des Programmes au 21e Siecle” developed the participants’ ability to deliver effective health care programs by focusing on strategic planning and personal leadership skills.

Strategic Objective 3

Planning and Management of Development Projects

International Management Development Institute, University of Pittsburgh

September 6 - October 5 1997

Saidou Souare

The primary objectives of the course were to explore means to develop project budgets, use diverse techniques to make investment decisions, negotiate the financing of projects, create project budgets, implement project plans, and to monitor and evaluate projects.

Education Management

University of Pittsburgh in Pittsburgh, Pennsylvania.

January 25 - February 22, 1998

Bakary Diawara, Alpha Aliou Barry, Alpha Maadou Bah, Kadia Doumbouya, Malick Kouyate, Alamah Conde

The delegation of central level Ministry of National Education officials received training in management techniques to promote educational reform. The participants represent different central level units that contribute vital functions and services to current educational reform efforts: the coordinating unit of the PASE Project, the Statistical/Planning Unit (SSP), the Service Nationale de Formation des Personnels (SNFP), and the unit of the Inspector General. During the course, participants studied means to clarify roles, responsibilities and key actions in educational reform projects and techniques of Total Quality Management in an educational setting. Throughout the program there was a focus on discussing and critically analyzing educational reform implementation strategies. The participants received classroom instruction and met with practitioners in local school districts, state education offices and international donor organizations.

Pedagogical Skills and Community Support of Primary Education Leaders

Florida State University

October 30 - December 5, 1998

Alpha Oumar Baldé, Sény Sylla, Hadja Djénabou Sampil, Mariama Bah, Sékou Ahmed Tidiane Nabé, Saliou Diallo, Moriba Jean Noel Onivogui, Fode Moussa Camara, Makan Cissé, Kadiatou Bah Mme Sow, Assiatou Sampil, Pépé Camara, Sékou Amadou Tidiane Kouyaté, Sounounou Barry, Saikou Barry, Hassane Baldé, Fatou Barry, Aissatou Barry, Fatoumata Diallo, Mamadou Alimou Bah, Kadiatou Diallo Mme Ly, Korla Kouyaté, Aissatou Galan Diallo, Yacine Fall, Madeleine Kolié

The overall objective of the Education Study Tour was to increase the effectiveness of primary education leaders in improving the quality of education in their schools and communities. This was done by strengthening the professional and leadership skills of a core group of strategically selected primary education teachers, directors, inspectors, instructional materials specialists, evaluation/assessment specialists, and teacher trainers. Specific objectives of the training program were: to familiarize the participants with student-centered approaches, particularly as they apply to multi-grade classrooms and gender equity; to improve the participants' skills and confidence as educational leaders and "agents of change"; and to expose the group to models and strategies for improved community outreach and collaboration.

Strategic Objective 4

Fiscal Decentralization and Financial Management of Regional and Local Governments

Harvard Institute for International Development (HIID) Cambridge, Massachusetts

June 27 - July 17, 1999

Maimouna Diallo Bah, Cece Zogbelemou

Two participants attended this three-week program which examined fiscal federalism, the roles of regional and local governments in the movement toward decentralization and more autonomous local government finance. Attention was focused on the legal, economic, and administrative dimensions of central-local financial relations. Special emphasis was placed on revenue mobilization and the establishment of local revenue systems.

Gouvernance et Gestion Améliorée du Développement

Washington International Management Institute (WIMI) Washington, D.C.

July 4-16, 1999

Amadou Ly, Bangoura Ibrahima Blacki, Boubacar Dombel Diallo, Fofana M'Balou Fatoumata

Four participants attended the "Gouvernance et Gestion Améliorée du Développement" course where participants learned to do the following: better identify factors and procedures that can improve governance in a donor country; analyze the necessary tools to promote and protect human rights; debate and

discuss the means to reinforce principal government institutions; analyze and develop strategies to combat corruption; study various approaches to ensure the effective implementation of political decentralization; and develop indicators to follow programs of good governance.

Planification, Management du Developpement Régional et de la Décentralisation

Washington International Management Institute (WIMI) Washington, D.C.

September 7 - September 24, 1999

Sory Dioubate, Mamadou Lamarana Diallo, Lanfia Kouyate, Sekou Kadialiou Bayo, Abdoulaye Bella Diallo, Abdoulaye Dione

In this three-week training program, participants learned technical tools and practices for decentralized participatory development, management techniques for local development, and strategies for regional development, regionalization, and decentralization. The program explored structural, political, and financial challenges to each aspect of development, and compared strategies of working within and around these challenges.

This program was originally scheduled under this task order. However, since the Mission did not extend this task order past August 18, 1999, this program was moved to the new task order that covers the final year of training for the two remaining academics. These participants are not included in the statistics for this task order.

In-Country Training

There were 13 in-country workshops completed under this task order. The training was conducted by a team from AMEX International, Inc., AED's subcontractor for this task order. The two main trainers were Mr. Andrew Gilboy and Mr. Mohamed Coulibaly.

The participants developed "change contracts" or "protocols d'accord" during these programs to help their NGO institutions track changes being made in their organizations as a result of training.

Four workshops were held for the FICA Board of Directors (Fondation d'Investissements et de la Commercialisation Agricole). These took place between December 1997 and September 1998.

In addition, the following modules were held for 25 Guinean Non-Governmental Organizations (NGOs):

NGO I:	Introduction to NGO Capacity Building Program	Feb. 98
NGO II A:	Introduction to Strategic Planning	April 98
NGO II B:	Development of a Business Plan	April 98
NGO II C:	Tools for Organizational Strengthening	Sept. – Oct. 98
NGO II D:	Introduction to Accounting I	Sept. – Oct. 98

NGO II E:	Introduction to Financial Management I	Sept. – Oct. 98
NGO II F:	Introduction to Accounting II	Nov. 98
NGO II G:	Introduction to Financial Management II	Nov. 98
NGO II H:	Roles and Responsibilities of the Board of Directors	Nov. 98

A local training NGO, CENAFOD, was selected by AMEX International to provide logistical support and local arrangements for the workshops.

The workshops received relatively high evaluation marks. On a scale of 1 to 5 with 5 as the most positive score, almost all scores were 4 or 5. There were a few 3's, but no 1 or 2 marks. Trainees were asked to evaluate the following:

- Were the objectives relevant to their expectations?
- Was the training methodology appropriate?
- Was the length of the workshop sufficient?
- Were the trainers:
 - Knowledgeable on the subject?
 - Using the training methodology?
 - Able to grasp topics developed?

As the same NGOs took part in workshops over the course of close to a year, trainees at later workshops were able to indicate some changes made due to earlier workshops. While this data is only anecdotal, since funding and time did not permit for many follow on activities, there were indications that the applications of the skills learned were evident in the work place. A number of NGOs have improved their financial reporting capabilities and accounting systems. One NGO changed its statutes and formed a new Board of Directors. Others began to process or to complete business plans.

The trainers did do some site visits to the NGOs when possible. These visits had a positive impact on the trainees in their work environment, as it effectively reinforced the training received.

The trainers strongly recommend further assessment of the impact of these workshops, to record the updating of the "change contracts" that were developed.

Technical Assistance

There were three distinct elements to the technical assistance performed under this task order:

- Training plan development for the Strategic Objectives Teams and the Mission in general.

An AED/AMEX team trip to Conakry in April 1997 resulted in the first plans for NGO training. AMEX submitted a second training development plan for FY 1998. While modifications were made to the original training plan for 1997 as

needs changed in the Mission, the 1998 in country plan was implemented with only one change. One planned workshop was canceled.

➤ Alumni Association Capacity Building

This was done in two stages. The first occurred in April 1997, during the first trip to Conakry, when the AED team met with the Alumni Associations and discussed needs and possible solutions. Material from this meeting was used in the second stage during the summer of 1999, when a workshop was held for the Alumni Associations in Guinea, facilitated for AED by Dr. Emily Moore. A detailed report from this workshop, including a copy of all training materials, was sent to the Mission on September 1, 1999.

The workshop was to help the alumni associations explore the following: Goals, Objectives, Strategies, Activities, Resources, and Indicators. Fundraising strategies were explored. The facilitator found that significant attitude change occurred by the end of the workshop. The participants began the program feeling they had little support from USAID after they returned home, and saw few opportunities for other kinds of assistance. By the end of the workshop, they had identified other possible sources of funding.

The attendees themselves gave a positive response to the workshop with the following evaluation results (Rating of 1 – 5, where 5 is the most positive):

Overall satisfaction:	4.5
Approach to training:	4.6
Facilitation:	4.5
Logistics:	3.6
Materials:	4.3

➤ HRDA Impact Assessment and TIMS Improvement

The data base system used by the Mission, TIMS (Training Impact Monitoring System) was reviewed in April 1997 by the visiting AED team. Further work was done following the Human Resource Development Activity (HRDA) Impact Assessment in 1999, which recommended that TIMS be made to comply with “Best Practices” standards.

The Impact Assessment was conducted during the summer of 1999. The final report for this assessment was sent to the Mission on September 1, 1999. The objective of the activity was to assess the development impact of training funded by the HRDA Project in Guinea between 1988 and 1999. The AED/AMEX team consisted of Andrew Gilboy as team leader and Denis Hynes as a specialist. In addition, two members of CENAFOD, Kadiatou Bangoura (Training Specialist) and Boubacar Sylla (Sociologist) were included on the team. CENAFOD also provided logistical support.

The objectives of the assessment were to make recommendations to USAID/Guinea for:

- Understanding the characteristics of development impact on individuals, institutions, sectors, or groups as a result of HRDA funded participant training.
- Ensuring a high level of development impact in future participant training activities.
- Modifying the management of participant training to ensure that contractors integrate Best Practices into the implementation and monitoring of training.

The team accomplished the following:

- Developed and tested a questionnaire
- Reviewed participant files and financial data
- Administered the questionnaire
- Conducted key informant interviews
- Arranged and led two focus groups
- Entered questionnaire data into a software package
- Printed out and analyzed data
- Compiled findings and recommendations, and presented them to the Mission.

There were multiple principal findings and recommendations in the final report. Some highlights of the findings include:

- The management and training capacity of several key local training institutions that received innovative HRDA assistance was significantly strengthened to such a degree that today they have a measure of self-sufficiency and sustainability that would not otherwise have been achieved.
- Women entrepreneurs gave credible examples of changes introduced as a direct result of training that made a critical difference in the sustainability of their businesses.
- Innovations by and leadership from USAID/Guinea's Training Office contributed substantially to obtaining the impact observed.

The recommendations included:

- Integrate Best Practices at all levels of training activities
- Develop a risk profile for long term training grants to minimize non-returnees
- Continue targeting women
- Identify third country training opportunities

Problems Encountered and Lessons Learned

In general, the training programs were very successful. The participants were able to benefit both professionally and personally from their cross-cultural training program, and they enriched the lives of those whose paths they crossed in the United States. The vast majority of the participants were satisfied with the content of their training program. The

most common complaints centered on the high cost of living in the United States and insufficient per diem.

One administrative difficulty that posed challenges for the work done under the task order was the unreliability of communication channels between the U.S. and Guinea. Fax, phone, and even email were out of order often enough to cause delays in communications. AED resorted to preparing documents in both paper and electronic formats to fax and email, increasing the likelihood of their receipt, and recommends that time is allowed for delays resulting from the poor communication channels.

AED offers several recommendations that will perhaps increase the effectiveness of training in the future.

For long-term academics:

- The financial burden placed on their families as a result of the withholding of their salaries in Guinea, placed a great burden on the academic students. Many expressed their desire to leave before completing their program and return home to their families. While neither USAID nor AED can control the employer's actions, signed stakeholder agreements with employers might deter them from taking similar action in the future.
- Older participants that came to the United States to begin studying English before entering their masters programs encountered many difficulties adjusting. While many of these cultural adjustments are inevitable, the transition process may have been eased if it had been possible for the participants to receive some of their English training prior to leaving Guinea. This would also decrease the overall cost of training.

For short-term participants:

- Many participants expressed a desire to compliment the theoretical training they received with the acquisition of more technical skills, such as English language study or computer desktop skills. Some of these topics could be included in future training requests, where appropriate.
- Participants in francophone programs frequently commented on the lack of documentation in French. AED is now including a requirement for this documentation in all requests for proposals for such training. AED recommends that this requirement continue for any future programs.

There were also many things that contributed to successful training programs under this task order.

- AED's selection of appropriate training providers was greatly assisted by the early communication of training goals, especially those that were given with the initial training request.
- Mission responsiveness to requests for decisions on specific participant programs was generally timely.

- Close communication with the academic participants (AED staff was in contact with them at least once each month, and usually more often) gave the participants the opportunity to express their problems and to resolve many of them before they became serious.

EVALUATION – EXIT QUESTIONNAIRE RESULTS

Of the eight academic participants who completed training under this task order, four participants returned the exit questionnaire. A table of the results of the academic questionnaire is attached. Of the seventeen short-term training programs conducted under this task order, AED received exit questionnaires from only two programs. Tables of the results are also attached.

Academic Participants

All the academic participant respondents felt that their programs were appropriate, and that their objectives were met. Half of them believed that more time was needed for their studies. All of them believed that the training would have an impact on their careers, and on their country.

The participants were not as positive about their professors. Only half of them found the professors truly helpful and available; the other half found them somewhat helpful. Only one thought that the professors understood the needs of international students.

All of the respondents had problems with spoken English in informal conversations. Only one had difficulty with English in class situations, however.

Three of the four respondents felt there was good communication with AED. One did not respond to the question. They all were happy with the toll free number. Two of the participants felt that AED responded effectively to important issues, one felt AED was somewhat effective, and one did not respond to the question.

Health insurance was an area that was mentioned as needing improvement. The time it took to process claims was a specific problem that was noted.

The three participants that attended orientation programs found them useful. Only two said that they had adjustment problems upon arrival. Three of the participants, however, experienced enough difficulties during their programs to consider returning home before completing their programs.

Short-term Participants

As participants from only two programs returned the exit questionnaires, with very different results, it is impossible to combine the information effectively. Participants from one program, the Florida State Study Tour, gave high marks (almost all good and very good, with very good as the highest score) for orientation. Participants from the other program, the Women Leaders Study Tour, gave the orientation a very low rating (more poor and sufficient than good or very good). Florida State participants gave the logistics very good ratings, while the other group had many problems with logistics.

Almost all the participants from Florida State felt that their program objectives were met. Almost all the participants from the Women Leaders program felt that their objectives were only met to some degree. Everyone in both programs believed that they would be able to use the information gained when they returned home.

The overall evaluation of Florida State was all good or excellent. The Women Leaders program had a majority of the respondents say that the program was only fair.

In both cases, a resounding theme was the need for more materials in French. While the training was conducted in French, many materials were available only in English. AED has used this feedback, and now includes a requirement for the translation of all materials into French as part of all requests for proposals for francophone training.

Detailed charts of the exit questionnaire results from these two programs are attached at the end of this report.

STATISTICAL REPORT

Participants by Strategic Objective

Strategic Objective	Academic Participants	Technical Participants	All Participants
SPO 1/SO1	0	23	23
SPO 2/SO1	4	3	7
SO1	1	13	14
SO2	0	4	4
SO3	5	32	37
SO4	0	6	6
Total	10	81	91

Participants by Field of Study

Academic Participants

Major	No. of Participants
Agriculture	1
Business Administration	1
Education	5
Natural Resource Management	3
Total	10

Technical Participants

Field of Study	No. of Participants
Agriculture	1
Business	5
Democracy & Governance	27
Education	31
Finance	5
Health	4
Natural Resource Management	3
Project Management	5
Total	81